

## CAL Modeling

Mentor: Anna

Mentee: Jim

Anna: Based on our last conversation one of the things that you wanted to focus on was Luke's behavior? Tell me what is working?

Jim: Well I find if I allow Luke to have computer time after his work he is more likely to finish his work and stay at his desk.

Anna: Tell me more about what things have you tried with Luke?

Jim: The special education teacher and I have developed a reward system for Luke that includes receiving stickers every time her completes an assignment.

Anna: Tell me more about this.

Jim: So far the system seems to me working. His parents like the feedback they are receiving when getting the charts at home.

Anna: So it sounds like you have tried several things to improve Lukes behavior. What other concerns do you have right now?

Jim: With Luke?

Anna: Not necessarily but if you are still concerned about his behavior we can talk about it further.

Jim: I'm concerned that I am spending too much time with Luke and neglecting my other students.

Anna: I'm hearing you say that your other students are being impacted by Luke's behavior because you are not able to attend to the needs of those students. Who might be able to support you during the school day so that you are not spending so much time redirecting his behavior?

Jim: Well, I could talk to the special education teacher to see if

# COLLABORATIVE ASSESSMENT LOG



School District of Cudahy  
Cudahy, Wisconsin

Name: Jim Casper

Grade Level/Subject Area: 1st Grade

Mentor: Anna Adl

Date: 11-13-12

Check all that apply:

- |   |  |  |  |  |   |
|---|--|--|--|--|---|
| <input type="checkbox"/> Analyzing Student Work       | <input type="checkbox"/> Developing/Reviewing Professional Goals | <input type="checkbox"/> Modeling Lesson           | <input type="checkbox"/> Planning Lesson     | <input type="checkbox"/> Pre-Observation Conference  | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Communicating with Parents   | <input type="checkbox"/> Discussing Case Study Student           | <input type="checkbox"/> Observing Instruction     | <input type="checkbox"/> Problem Solving     | <input type="checkbox"/> Post-Observation Conference | <input type="checkbox"/> Other _____      |
| <input type="checkbox"/> Discussing Content Standards | <input type="checkbox"/> IEP Development/Meeting                 | <input type="checkbox"/> Observing Veteran Teacher | <input type="checkbox"/> Providing Resources | <input type="checkbox"/> Reflecting                  |   |

## What's Working

- Computer Time  
Sticker Chart  
Parent feedback

## Current Focus - Goals - Challenges - Concerns

- strategies only work for a short amount of time

## Teacher's Next Steps

- Meet with een teacher to develop list of strategies

## Mentor's Next Steps

- ~~check~~ check on list of strategies

Next Meeting Date: Nov 29th

## Components of Domain 1 Planning and Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

## Components of Domain 2 The Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

Focus: Guided Reading

## Components of Domain 3 Instruction

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

## Components of Domain 4 Professional Responsibilities

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

## Advancing and aliening the mentoring conversation and CALs.

Mentor	MENTEE	MENTOR (receiving the language from the beginning teacher)	MENTOR (developing a response in order to encourage self-assessment for the beginning teacher)	MENTOR (extending the conversation to a new context for the beginning teacher to hypothesize a new strategie)
		<p><b>Paraphrase (summarize) and Clarify</b></p> <p><i>Acknowledge the mentees thoughts. Summarize and paraphrasing in your own words what you heard and understood, and that you care. Ask a question to gather more information, discover the meaning of language used, clarify reasoning, seek connection between ideas and develop or maintain a focus as the conversation progresses.</i></p>	<p><b>Non-Judgemental Responses</b></p> <p><i>Building trust, encouraging self-assessment, developing beginning teacher autonomy, foster risk-taking.</i></p>	<p><b>Mediation Questions</b></p> <p><i>Hypothesize what might happen, analyze what worked and what didn't, imagine possibilities, compare &amp; contrast what was planned with what ensued.</i></p> <p><b>Suggestions</b></p> <p><i>Offer choices and questions to encourage ownership</i></p>
What is going well?	I had a great lesson plan today!	<p><b>Honor the beginning teacher's success story.</b></p> <p><i>Wow! It seems like... Sounds as though... So... In other words... What I'm hear you saying is... From what I hear you say... I'm hearing many wonderful things... As I listen to you, I'm hearing...</i></p>	<p><b>Encourage self-assessment on the part of the beginning teacher.</b></p> <p><i>How do you think the lesson went? How do you think the students enjoyed the lesson? How is that different from...?</i></p>	<p><b>Extend the positive experience to another situation.</b></p> <p><i>What's another way you might...? What sort of impact do you think...? What do you think would happen if...? How did you decide...(come to that conclusion)?</i></p>
What challenges are you facing currently?		<p><b>Paraphrase if fully understood.</b></p> <p><i>So... Let me make sure I understand... In other words...it sounds like...</i></p> <p><b>Clarify if NOT fully understood.</b></p> <p><i>Would you tell me a little more about...? Let me see if I understand? I'd be interested in hearing more about... It'd help me understand if you'd give me an example of... Tell me what you mean when you... Tell me how that ideas is like (different from)... To what extent...? I'm curious to know more about... I'm intrigued by...? I'm interested in ... I wonder....</i></p> <p><b>Interpret prior to responding in a non-judgmental language.</b></p> <p><i>What you are describing could mean...? Is it possible that ....? Could it be that what you are saying is...?</i></p>	<p><b>Identify what worked and why.</b></p> <p><i>I noticed when you ...the students really...</i></p> <p><b>Encourage.</b></p> <p><i>It sounds like you have a number of ideas to try out.</i></p> <p><b>Encourage self-assessment on the part of the beginning teacher.</b></p> <p><i>How do you think the lesson went?</i></p>	<p><b>Hypothesize a new scenario or outcome.</b></p> <p><i>What's another way you might...? What would it look like if...? What do you think would happen if...? How was...different from...? What sort of impact do you think...? What criteria do you use to you...? When have you done something like...before? What do you think...? How did you decide ...(come to that conclusion)? What might you see happening in your classroom if...? Is it possible that...?</i></p>
<b>Explore Equity</b>	Due to my student's urban background, I have to	<p><b>Gather Information</b></p> <p><i>Tell me more about the ___ students. What have you already tried? What was successful?</i></p>	<p><b>Analyze Learning</b></p> <p><i>Let's think about what it takes so students can be successful. Do you notice any specific changes or successes? What do you notice in their behavior and</i></p>	<p><b>Next Steps</b></p> <p><i>What new skills should we focus on next? How can you continue to support the growth of ___?</i></p>

	adjust my expectations. Their parents need to be more involved and supportive. Some students just won't make it.	<b>Put Race/Culture on the Table</b> <i>Let's see what may not be working for your ____ students. How do you think...?</i>  <b>Identify Assets</b> <i>What are the student/parents strengths? How can we find out?</i>	<i>output?</i> <i>Are there certain groups of students for whom this is working or not working?</i>  <b>Explore Race/Cultural Implications</b> <i>Sometimes we make assumptions about _____. What are some ways we can find out about their culture and values? Let's think about what they relate to in the curriculum and see their strengths as a way to build toward academic success.</i>	<b>Invite New Possibilities</b> <i>What if we explicitly focus on what is necessary so that all of our students succeed?</i>
What can I do to help?		<b>Transform learning...</b> <i>Let's review the key points in our discussion. You have stated your goal is... Tell me your (my) next steps so that I may support you. So this is your homework.</i>		

kellysteiner42

anyone with this link can edit

Patrick Spreadbury  
Spanish Teacher

Exit Tickets	Chapter Test	Unit Test
Reading Response	Post-its	MAP
WKCE	Teacher Observation	PALS
Math Benchmark Assessments	Anecdotal Notes	Literacy Checklists
Running Records	AP Exams	College Placement Exams
ACT / SAT	Smarter Balanced	Aspire Suite

WorkKeys	Writing Prompts	Journal Entries
Quick Writes	Spelling Inventories	Lab Write-Ups
Performance / Concerts	Fitness Gram	Agility Assessments
<b>SUMMATIVE</b>	<b>BENCHMARK</b>	<b>FORMATIVE</b>
pre-assessment	post-assessment	progress monitoring
baseline	feedback	